Pupils will
continue
to develop their
character and
personal
skills.

Pupils will continue to understand why they are implementing a broad range of skills.

Pupils will
continue to develop
their knowledge of
how to implement
a broad range
of skills.

Beyond KS2 pupils will know:

**Why** performing at and 'excellent' standard, with accurate timings and fluidity is so important.

In **Year 6** pupils will know:

Matching Mirroring

What 'Matching' movements mean; Matching is where pupils perform exactly the same movements

What 'Mirroring' means; Mirroring is where pupils perform their movements creating a mirror image of each other.

**How to create sequences** combining movements and bridge balances in

pairs, applying flow and challenging

their creativity

How to create a sequence of movements, bringing together a combination of

both matching and mirroring movements, executed with

accuracy and fluidity using a range of apparatus.

Why it is important to

explore bridge balances and

the ways we can move in and out of them over and under

them, on the floor and on the apparatus.

How to include a change of speed in our movements.

How to create and execute 'Counter

Balances' and 'Counter Tension Balances' with a partner using a variety of levels and connection points.

How to peer and self assess, identifying strengths and weaknesses in our own and others' performances.

Why it is so important to create 'excellent' movements and balances

How to create a sequence,

and Counter Tension theme

by accurately combining

movements and balances, with flow and accurate timings within the Counter Balance

Pupils will understanding that 'excellent' refers to when we control our bodies so they are silent, extending our fingers and toes and are able to hold our balances still for at least four seconds.

> How and where to use more than one piece of apparatus at the same time to create movements and balances. 'interesting' gymnastics.

How to 'transition' between movements, adding movements together and transitioning between them.

Why it is important to perform each movement and balance like a 'champion' and understand the difference between 'wide', 'narrow' and 'curled'.

**Counter Tension** 

Counter Balance In **Year 5** pupils will know:

What **'Counter Balance'** and **'Counter Tension'** means, understanding the difference between them.

**How to reflect** and evaluate using their observations to make accurate improvements to our own and others performances.

In **Year 4** pupils will know:

Bridges Sequences

**How to create a 'bridge balance'** with a partner using different levels and different connection points

**Why** it is essential to explore a variety of movements to ascertain the best moves to allow for flow and interesting gymnastics for the sequence.

Peer and Self Assess Symmetry and Asymmetry

In **Year 3** pupils will know:

**How** to execute balances and movements in both symmetrical and asymmetrical ways.

What **Symmetry** and **Asymmetry** means.

How to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.

In **Year 2** pupils will know:

Linking

Flow

**How to apply 'flow'** to our movements, understanding that 'flow' means moving from one action to another without stopping.

How to create 'Wide', 'Narrow' and 'Curled' movements on the floor and on apparatus, using a variety of body parts.

Transition

Wide, Narrow and Curled

In **Year 1** pupils will know:

How to create 'Wide', 'Narrow' and 'Curled' balances (shapes) on the floor and on apparatus, using a variety of body parts.

**Balance** 

How we can move our bodies in 'high' ways; jumps, hops, skips, side steps and backwards.

Movement

How to create high and low balances 'shapes'.

In **EYFS**pupils will know:

How we can move our bodies in **'low'** ways; slides, rolls (long, curled) hands and feet.

Why it is important to use the apparatus safely.

**Apparatus** 

**Why** it is so important to move and balance like a 'Champion'.

**How** to use a variety of apparatus when we are

creating movement

seauences.

Why applying 'flow' as we

is so important.

link our movements together

'Champion' refers to when we are being silent, pointing their fingers and toes and are still when we make a shape/balance.

How to be **creative on the apparatus**, moving through, along, across, over and under a variety of apparatus.



**Knowledge Progression Journey** Gymnastics

Complete P.E.